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ABSTRACT

This guide identifies existing materials which form a nucleus of information in the adjustment services field. Five sub-processes within the larger adjustment services process are used as the framework by which this information is structured in the guide. They are (1) behavior observation, identification, and analysis; (2) developing the individualized adjustment plan; (3) implementing adjustment services and techniques; (4) program monitoring, record keeping, and reporting; and (5) program evaluation. In addition to these five sub-process units (units 2-6) an introductory unit (unit 1) on the adjustment services concept and the relationship with vocational evaluation is also provided. Each sub-process unit includes a brief overview or introduction followed by an annotated listing of suggested resource materials. If there is overlap in material content, the resource is assigned to the unit to which it is most directly applicable. Appendixes include a resource list that gives availability of all materials cited within the guide and a Resource Grid that gives a more complete breakdown of materials and the unit(s) to which they correspond. (YLB)

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A Structured Guide For Selecting Training Materials in Adjustment Services

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January 1977

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A Structured Guide For Selecting
Training Materials In Adjustment Services

Introduction

Adjustment services (work, personal, social or otherwise) are a major component of the vocational rehabilitation service delivery system. In spite of its current, recognized importance, the development of the adjustment service concept to its present state is a relatively recent phenomenon. Part of this is due to the fact that the field of vocational rehabilitation itself is a young profession when compared to psychology or social work. One of the earliest examples of a formal adjustment program was established at the Chicago Jewish Vocational Service in the early 1950's (Gellman, 1957). The extent to which adjustment services have changed since these early beginnings can be traced in a review of the relevant professional literature. During the period which extends from 1950 and into the mid 1960's, the number of articles in professional journals and other published materials relating to the area of adjustment is noteworthy primarily for its small size. The years 1966 and 1967 appear to represent a significant departure in terms of professional interest in the adjustment services area. The amount of material published in these two years alone is equal to the number of articles which had appeared in professional journals during the preceding 15 years. Since that time up through 1974, the amount of published material has increased by seven and one-half times. Although these figures may not be particularly striking or interesting, they do provide a fairly valid picture of the extent in which adjustment services have increased in significance within the field of vocational rehabilitation.

The 1975 Supplement to the MDC Annotated Bibliography on Work Evaluation and Adjustment contains 137 entries with the term "adjustment" in the title. However, there also exist many other important documents directly related to the subject which do not include the word adjustment in the title. Among this latter group are "Work and Human Behavior," by Walter S. Neff, "The Behavior Change Process," by Oscar Mink, and the "Guide to the Community" series from Elwyn Institute of Pennsylvania. Therefore, in order to obtain a fairly accurate picture of pertinent materials, it is necessary to look beyond adjustment per se and into other related areas. This statement is made to support the contention that useful materials and ideas "are where you find them" so to speak. Rehabilitation can hardly be considered a "pure" discipline, having borrowed much of its body of knowledge from medicine, psychology, social work, and education. Because of this varied background,

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rehabilitation is perhaps the most eclectic of the human services. This eclecticism hopefully will continue to contribute to the expansion and refinement of the vocational rehabilitation process in general and adjustment services in particular. As a result, persons receiving vocational rehabilitation services will continue to benefit not only from developments within the field itself, but also from those techniques and ideas obtained from other sources which have been revised and applied to the identified needs of receivers of services.

The Adjustment Services Field: An Identified Body of Knowledge

In the process of undertaking the literature review of adjustment materials, the author subsequently identified 43 separate pieces of information which comprise a nucleus of resource materials in the adjustment services field. The emphasis is on individual publications such as books and monographs rather than on journal articles. However, a couple of journal articles have been included due to their apparent significance in terms being cited as references. Krantz's article, "Critical Vocational Behaviors," is an example. An effort has been made to include all existing major works related specifically to the adjustment services field. Any omission in this respect has been strictly unintentional. A number of other works not developed specifically for adjustment have also been included on the basis of relevance and practical applicability. This has been accomplished both selectively and subjectively. For example, there are literally hundreds, perhaps even thousands, of titles in the field of behavior modification which could both directly and indirectly be related to the field of adjustment services. Those which are included have been reviewed and found useful by the author and other rehabilitation professionals. This is not to say that many other books on behavior modification may not be just as useful to adjustment personnel; however, in this case, an expedient approach was necessary. In addition, although both individual and group counseling are recognized as being important to the adjustment process, counseling materials have purposely been excluded. Although closely related, counseling per se is outside of the MDC's target area of vocational evaluation and work adjustment. Hopefully, persons doing counseling in adjustment programs will have the appropriate training and will be knowledgeable about available resource materials in this area.

In addition to the printed information, there also exists a body of audio-visual media in the adjustment field. Although the amount of media training material is considerably smaller than the printed material, it is no less significant. Because media has been found to be such an effective training tool, it is anticipated that an increasing amount of training material will become available in media format.

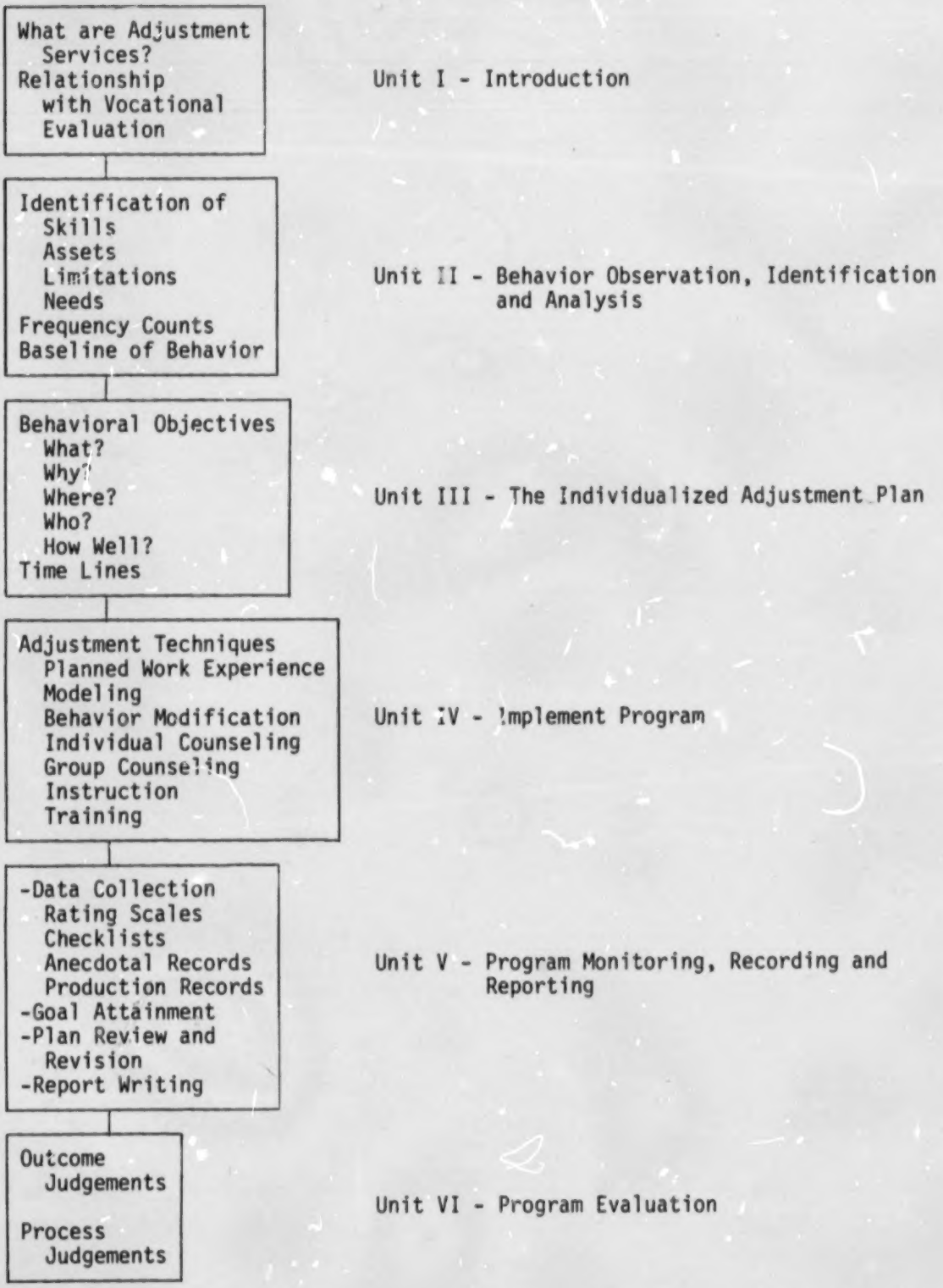
Organization of the Material

In one sense, this manuscript will be outdated even before it is printed. This is because more and more resource and training material in adjustment services is becoming available everyday. It is both physically and practically impossible to be aware of all impending developments, or for that matter, to even be aware of all existing material which may be in some way relevant to adjustment services. What has been attempted is the identification of existing materials which form a nucleus of information in the adjustment services field. The results, in some respects, represent the state of the adjustment services art, 1976.

In order to make effective use of the identified resource material, adjustment personnel must not only be aware of its existence, but must also understand where and how it fits in the adjustment process. This requires a functional understanding of the adjustment process itself. In adjustment services, there are several basic sub-processes which together make up the larger adjustment services process as a whole. For the purposes of this publication, the identified sub-processes include the following: 1) Behavior observation, identification and analysis; 2) Developing the individualized adjustment plan; 3) Implementing adjustment services and techniques; 4) Program-monitoring, record-keeping and reporting; and 5) Program evaluation. Obviously, there could be considerable discussion on the appropriateness of this particular conceptualization of the adjustment process. However, it is important to keep in mind that this breakdown is not meant to be all inclusive, but rather represents a logical way for separating and structuring pieces of information. It is not in anyway intended to represent a functional model for adjustment services.

In addition to the five sub-process units, an introductory unit on the adjustment services concept and the relationship with vocational evaluation is also provided. Each unit includes a brief overview or introduction which is followed by an annotated listing of suggested resource materials. The rationale behind this particular format is that it will assist adjustment personnel in identifying their own unique information and training needs, and at the same time, assist them in selecting from existing resources in order to meet these needs. There undoubtedly is some overlap in the content of many of the materials in that much of the information will relate to more than a single information need. For example, materials on adjustment planning are also related to program-monitoring, record-keeping, and reporting. Each piece of information or resource material is assigned to the unit to which it is most directly applicable. This does not mean that it is not relevant to one or more additional sub-processes. A more complete breakdown for all of the materials is provided in the appendix, in the form of the Resource Grid.

Adjustment Services Information Resource Model



Unit I - What Are Adjustment Services?

In order to effectively use existing resource materials, rehabilitation personnel must have basic knowledge as to the content of these materials, as well as an understanding of how they can be used in meeting their own staff training and program development needs. This, in turn, requires functional knowledge and understanding of the adjustment process itself.

As noted by Dunn (1974), the term "adjustment" can have a wide variety of meanings for personnel in the field of rehabilitation. Work adjustment, adjustment services, personal adjustment, and adjustment training are the most common labels. However, these terms are often used interchangeably and synonymously by some, and have widely divergent and specific meanings for others. Baker and Sawyer (1971) differentiate between personal adjustment programs and adjustment training programs. Sankovsky (1971) recognizes and defines the differences between personal, social, and work adjustment programs. Dunn (1974) maintains that there are two broad categories of adjustment services, those which are designed to assist the client in improving in broad areas of function, and those which are aimed at an improvement in a specific area of function. Within these two categories, Dunn also recognizes the distinction between work, personal, and social adjustment programs. The Tenth Institute on Rehabilitation Services (1972) focuses more specifically on the concept of work adjustment, at the same time recognizing that work adjustment includes components of both personal and social adjustment.

Actually, in spite of the apparent differences in terminology, there are many commonalities in the various points of view on adjustment services. From a practical standpoint, it is not so important what a program is called, but rather how effective that program is in meeting client needs which lead to improvements in functioning. According to Baker and Sawyer (1971):

> The general purpose of all adjustment services should be to bring about changes in client behavior. This includes all behaviors that interfere with the client's attempt to become a functional, independent member of the community in which he lives.

Call it what you will, but the key question is, does the adjustment services program really do what it is supposed to? This has to be determined not only in terms of program goals and objectives, but also in terms of individual client goals and objectives. The recognition of the need for individual goals and objectives is consistent among the various viewpoints and philosophies. Once again, to paraphrase Dunn (1974), the specific goals of adjustment services will vary according to the

particular outcomes selected for the client. Thus, recognition of the need for services based on individual goals and objectives is an important factor to the adjustment services concept. The development of an adjustment program based on individual goals and objectives is based on the assumption that different people have different needs. This in turn implies that there must be a variety of services and techniques available by which to assist the individual in meeting his or her unique needs. In other words, every person should not go through the same program of services. It is here that the differences between work, personal, and social adjustment become important. For example, an individual can have fairly good basic work skills and habits, but yet be unemployable due to the inability to effectively manage his own affairs in the community. The emphasis in this instance then would be on social and personal adjustment as precluding work adjustment, and services would be planned and directed accordingly. Of course the opposite of this is more often the case in vocational rehabilitation, that is, the emphasis of adjustment services is on the development and acquisition of acceptable work skills and behaviors which lead to remunerative employment. In vocational rehabilitation, personal and social adjustment are dealt with to the extent that they limit successful work adjustment. Very few, if any, referrals are made by state agency counselors for the purpose of assisting an individual in improving his or her self-actualization or recreation skills. The state/federal vocational rehabilitation program looks at outcomes in terms of employment. Of course, there are many other possible outcomes from the vocational rehabilitation process which may be even more important for certain individuals, such as an improvement in self-concept. However, these are often difficult to measure, and are also difficult to program for. Although outcomes in terms of employment may be too limiting, outcomes must be measurable and quantifiable. Therefore, they must be based on observable and measurable behaviors.

By way of summary, there has been a great deal of discussion surrounding the scope and terminology of adjustment services in rehabilitation. Numerous writers (Dunn, 1974; Baker and Sawyer, 1971; Sankovsky, 1971, 10th Institute, 1972) have analyzed the adjustment services concept, making a distinction between work, personal, and social adjustment, and adjustment training. However, the purpose of this publication is not to deal with these distinctions, but rather to point out the commonalities which underlie the adjustment services field. Some of these commonalities include the following:

- Adjustment services are a program of services.

  The word "program" implies that there is a structure or system of service delivery, including a statement of purpose and listing of program goals

and objectives. The relationships between adjustment and other programs in the service structure should also be defined. When the distinction is made between various kinds of adjustment (work, personal, social, etc.), each should have its own statement of purpose and listing of program goals and objectives.

- The general purpose of adjustment services is to bring about changes in behavior.

  If adjustment is essentially considered to be a behavior change process, then that process must be designed to meet the unique needs of each individual taking part in the process. This means that there must be individual client goals and objectives. The methods, procedures, and techniques to be used in assisting the individual in achieving his or her own goals and objectives should be spelled out in writing in an individualized adjustment plan.

- There must be a wide variety of techniques and services.

  Because adjustment is essentially a behavior change process, it is a highly individualized process. Since people vary in their needs, there must be a variety of means available to assist them in meeting these needs. The adjustment staff must be flexible in approach and experienced in a variety of techniques. The number of different techniques employed will be determined primarily by the needs of the clients served, and by the experience and skills of the adjustment staff.

- Outcomes from adjustment services must be observable and measurable.

  The outcomes of adjustment services should reflect the original goals and objectives. In order for the outcomes to be measurable, the goals and objectives should be stated in observable, behavioral terms. What the client will be doing upon completion of services should be specified, as well as the performance criteria, or how well the client will be doing the goal behavior.

In order to understand the adjustment services concept, one must also have a basic understanding of the relationship which exists between the adjustment and vocational evaluation processes. The two processes are linking parts on the rehabilitation services continuum. To use a somewhat tired, but nevertheless effective analogy, vocational evaluation is to adjustment what the physician's diagnosis is to medical treatment. If medical treatment for a patient is to be most effective, then an accurate diagnosis as to the specific nature of the problem must first be made. This is also true for adjustment services; in other words,

effective adjustment services are dependent on the identification of specific client needs during vocational evaluation. If the information gathered in the evaluation is incomplete or incorrect, it is possible that the client may not receive the services which are needed. The evaluation provides a foundation as well as direction for the planning which precedes subsequent services. This is true not only for adjustment, but for other services as well. Because the focus of adjustment services is on specific client needs and behaviors, it is important that the information provided as a result of the evaluation be as specific as possible. The more specific the information, the more specific the adjustment plan which can then be designed for meeting the individual's needs. The degree to which the adjustment plan describes exactly what is to be accomplished, by whom, when, where, and how well, will determine in large part, the degree of success of the individually-designed adjustment service program.

Selected Resources (Numbers correspond to those on Resource List)

1. Andrew, J. & Dickerson, L. (Eds.). Work adjustment: A resource manual. Menomonie, Wisconsin: Research and Training Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, 1974.

A resource manual containing the contributions of various authors which can be used for self-instruction or as a reference in the area of work adjustment. Eighteen topics are presented covering each of the following areas: introduction to work adjustment, critical vocational behavior, interpersonal skills, initial interviewing, feedback interviewing, goal planning and behavioral objectives, behavior identification and analysis, observing and recording behavior, goal attainment scaling, categorizing client problems, behavioral principles, independent living skills, occupational information, report writing and transactional analysis.

2. Baker, R., & Sawyer, H., Adjustment services in rehabilitation: Emphasis on human change. (inside title: Guidelines for the development of adjustment services in rehabilitation) Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1971.

The purpose of this publication is to examine concepts of adjustment used in rehabilitation facilities and to recommend guidelines to help facility personnel develop adequate adjustment programs based upon the clientele and resources available. It defines and differentiates between the concepts of personal adjustment and adjustment training. The first section discusses purposes, goals, and techniques of adjustment services including individual and group counseling, the work experience setting, behavior modification, attitude therapy, individual and classroom instruction, and learning and motivation. The second section deals with analysis and individualization of the adjustment program. It also includes a step-by-step procedural outline for implementing an individualized adjustment program. The third section, structuring a comprehensive adjustment service program, includes coordinating vocational evaluation and adjustment services; planning the overall adjustment program with emphasis on description of behavior, analysis of attitudes, patterns of work habits and assessment of adjustment skills. The fourth section relates to

general considerations for implementing adjustment service programs including planning consideration of need, space, finances, time, and staff. Other innovation and implementation considerations include establishing objectives, client supervising and reporting systems, and curriculum outlines and lesson plans (with examples). The fifth section suggests training areas for adjustment including community living, safety, budgeting and parking, shopping techniques, insurance, and leisure time activities, personal appearance and hygiene, job readiness, adjustment for social skills, work adjustment, and adjustment for recreation. The sixth section covers the area of follow-up and includes suggestions and procedures.

8. Campbell, J., & O'Toole, R., Work adjustment: A dynamic rehabilitation process. Cleveland: Vocational Guidance and Rehabilitation Service, 1970.

A description of the work adjustment program, facility, staff, and clients at Vocational Guidance and Rehabilitation Service. Includes discussion of client entry into work adjustment, the process goals, techniques of work adjustment, client problems occurring during work adjustment, placement and follow-up procedures, and characteristics of a work adjustment counselor. Includes other topics such as improving client self-esteem, building work confidence, improving personal relationships between clients and staff, improving physical stamina, improving concentration, improving dress and grooming, and evaluation of the work adjustment project. Case studies included.

10. Commission on Accreditation of Rehabilitation Facilities. Standards Manual for Rehabilitation Facilities. Chicago, Illinois: Author, 1976.

Contains the standards of the accrediting body most directly concerned with vocational evaluation and adjustment services offered by rehabilitation facilities and workshops. Accreditation may be obtained by applying and meeting standards in one or more of the several program emphases which include physical restoration, social adjustment, vocational development, sheltered employment, speech pathology, audiology, and work activity. Adjustment services are covered by standards in the vocational development emphasis. In addition to its use in the accreditation process, the standards manual provides a very useful source of guidelines for self-study and program evaluation and development. The manual also can be used as an educational resource for in-service training.

11. Dunn, D., & Hoffman, P. (Eds.), The work adjustment profile. Journal of Rehabilitation, 1971, 37 (4), special issue.

An issue of the journal of the National Rehabilitation Association which focuses exclusively on the topic of work adjustment. Twelve articles are included covering the spectrum of work adjustment. Some of the subjects of these articles include the practice of work adjustment, adjustment services, situational approaches, critical vocational behaviors, the relationship between evaluation and adjustment, work and behavior change, learner-oriented instruction, behavior modification, counseling and accountability.

12. Dunn, D., Adjustment services: Individualized program planning, delivery & monitoring. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

Presents an individualized and systematic approach to the planning, delivery, and monitoring of adjustment services. The approach conceptualizes client adjustment problems as discrepancies between current client functioning and required goal functioning. A systematic approach for identifying problems, goals, and treatment techniques is described and illustrated by flow charts. The approach includes a procedure for program-monitoring and record-keeping. Additionally, necessary staff competencies are identified and linked together in a four-step career ladder for adjustment services personnel. Chapter contents include: (a) introduction to adjustment services, (b) goals, target groups and delivery systems, (c) behavior change techniques, (d) planning an individual adjustment program, (e) implementing the adjustment service program, (f) program monitoring and record keeping, (g) staff development and training, (h) issues in adjustment services.

18. Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1947-1973. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

Contains descriptive annotations of 801 articles, speeches, and publications related to work evaluation and adjustment. Features both a KWOC (keyword-out-of-context) index for location of material by subject area and an author index. Includes entries from all previous MDC work evaluation and adjustment bibliographies. Annual supplements.

19. Gellman, W., et al., Adjusting people to work. Jewish Vocational Service Monograph No. 1, 2nd ed., Chicago: Jewish Vocational Service, 1957.

Presents a brief history of the development of JVS. The design of the Vocational Adjustment Center is described, as well as the physical setting in which an effort is made to simulate reality and provide for individual and group work. The Work Test Program, a diagnostic and screening device, is described as well as workshop procedures, intake procedures, the workshop setting, and the social function of the workshop. The chief method of evaluation is through observation of "vocational patterns," i.e., interpersonal relations, use of abilities, derivation of work satisfaction, adjustment to work pressures, and concept of self as a worker. A distinction is made between placement and employability. The role of the placement counselor is described and a field study of follow-ups is included. Implications for behavioral and attitudinal change and for a continuing concept of "the good worker" are pointed out; and hypotheses made in the areas of employability, placeability, and adjustability.

23. Hutchinson, J. (Ed.), Goodwill Industries of America rehabilitation manual. Washington: Goodwill Industries of America, 1975.

The manual is a compilation of rehabilitation materials utilized and developed by the National Goodwill office and approximately 85 Goodwill Industries across the United States. Major sections include procedures for intake, individual rehabilitation planning, procedures for evaluation services, procedures for adjustment services, job readiness, placement services and advocacy services.

29. Neff, W., Work and human behavior. New York: Atherton Press, 1968.

Discussion of work behavior in terms of: work as both a human and a social problem, work and human history, work as a sphere of behavior, psychoanalytic and psychological theories of work behavior, characteristics of work environments, components of work behavior and work personality, assessment of work potential, techniques of work adjustment, the psychopathology of work, the handicapped worker, work and social change, and work in perspective.

30. Oetting, E. R., Cole, C. W., & Miller, C. D. Social systems intervention: Improving work adjustment of the disadvantaged. Fort Collins, Colorado: Colorado State University, 1974.

Seven volume report series on a seven year research project designed to study and improve the work adjustment of disadvantaged persons. Volume I provides an introduction and a summary of activities and findings for the entire project. Volume II describes a theoretical model of a work adjustment hierarchy, related to problems of the disadvantaged. Volume III describes a questionnaire designed to measure aspects of the work environment that prevent work success. Volume IV discusses barriers to employment characteristics of an individual or his situation which lead to failure on the job. Volume V presents a detailed summary of the attitudes of the disadvantaged. Volume VI includes profiles of disadvantaged persons on the basis of social surroundings, personal attitudes, work adjustment characteristics and barriers to employment. Volume VII explores various intervention strategies developed for changing the attitudes and behaviors of the disadvantaged and their effectiveness.

37. Sankovsky, R., Arthur, G., & Mann, J. (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A composite of articles pertaining to work evaluation and work adjustment. Articles included and their authors are: Gellman (The Principles of Vocational Evaluation), Fiske (Problems in Measuring Capacity and Performance), Neff (Problems of Work Evaluation), Whitehouse (Client Evaluation in the Habilitation Process), Nadolsky (Evaluation Criteria: An Essential Precursor to Systematic Vocational Evaluation), Thompson and Pauhle (Development of an Elemental Motion Analysis for Man-Work Matching in Vocational Rehabilitation and Placement), Blackman and Siperstein (Job Analysis and the Vocational Evaluation of the Mentally Retarded), Sinick (Client Evaluation: Work Task Approach), Sakata and Sinick (Do Work Samples Work), Wegg (The Essentials of Work Evaluation), Sidwell, Ireland, and Koeckert (Use of Actual Job Samples in Prevocational and Work Evaluation Units), Gellman (The Vocational Adjustment Shop), Gelfand (The Concept of Reality as Used in Work Evaluation and Work Adjustment), Overs and Cole (Work Evaluation), Friend (The Significance of Evaluee-Evaluator Relationship), Gelfand (Some Work Types Met in Work Evaluation), Overs (Writing Work Evaluation Reports--Chore or Challenge), Jacobs and Hay (Vocational Reporting in the Vocational Rehabilitation Process), Gust (The Psychological-Vocational Evaluation Report: Reciprocal Referral Responsibility).

39. U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. Vocational evaluation and work adjustment services in vocational rehabilitation. Tenth Institute on Rehabilitation Services, Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

A guide for rehabilitation counselors in making appropriate selection and use of vocational evaluation and work adjustment programs. Subjects covered include definitions and descriptions of vocational evaluation and work adjustment processes, reporting on client progress, personnel qualifications in the facility, mutual responsibilities between the DVR counselor and facility personnel, cost considerations in purchasing evaluation and work adjustment services, and checklists which can be used when assessing and reviewing a facility's evaluation and work adjustment services.

Audio-Visual Media

AV #1 The Work Adjustment Program: An Overview (80 35mm slides, cassette tape, 27 min.)

The major purpose of this presentation is to provide vocational evaluation, work adjustment and other rehabilitation personnel with a basic understanding of, as well as, a model for work adjustment programs. It is designed to assist professionals in objectively assessing their own adjustment programs, and to provide general guidelines for those involved in developing or improving adjustment services. The content of this presentation reflects the standards of the Vocational Evaluation and Work Adjustment Association (VEWAA) which were subsequently adopted by the Commission on Accreditation of Rehabilitation Facilities (CARF). The importance of identifying specific client needs and behaviors, and developing a written, individualized plan are emphasized.

AV #2 Personal Adjustment Training in a Sheltered Workshop (16mm, B & W film, 28 min.)

This film explains the theories, practices, and techniques used by sheltered workshops in providing personal adjustment therapy for troubled and handicapped people. The workshop is depicted as a resource where professionals, such as evaluators, social workers, medical personnel and psychologists, work as a team for the client's adjustment to successful employment. Produced by Indianapolis Goodwill Industries.

Unit II - Behavior Observation, Identification, and Analysis

The identification of client skills and behaviors, both positive and negative, is essential to the development of an effective, individualized adjustment services plan. Undeveloped or undesirable work behaviors are those which will require change and improvement. At the same time, by identifying the individual's positive behaviors or strengths, they can then be used as assets on which to build. The identification of specific skills and behaviors ideally occurs during vocational evaluation. However, these behaviors then must be restated as behavioral objectives which are to be accomplished as a result of adjustment services. It is important to remember that human behavior is often situation-specific. Therefore, adjustment specialists must verify those behaviors identified during evaluation. People learn and change as a result of their experiences. By the time a person begins adjustment services, his behaviors may be different from those which were observed during the evaluation period. In addition, it is also possible that some "new" behaviors may be observed which, for one reason or another, may not have been identified during the evaluation.

Because of the importance of behavior identification and analysis to the adjustment process, adjustment personnel should continually strive to improve their skills in this area. This requires continued practice and refinement, and represents an important area for in-service training.

Selected Resources (Numbers correspond to those on Resource List)

21. Goldston, L., Pollack, R., & Soloff, A., Observation and client evaluation in workshops: A guide and a manual. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1973.

A guide and manual developed at the Chicago Jewish Vocational Service and Research Utilization Laboratory and designed to (a) help floor supervisors improve their observational skills and their skills in making inferences from observations, and (b) to help floor supervisors learn about the kinds of client behavior in work programs that have been found to be indicators of success or failure at work. Twelve areas of client work behavior are presented as the basis upon which to make observations.

26. Krantz, G., Critical vocational behaviors. Journal of Rehabilitation, 1971, 37(4), 14-16.

Discusses work adjustment as a means for promoting critical (desirable) vocational behaviors. Defines critical vocational behaviors and presents an outline divided into job objective behaviors, job-getting behaviors, and job-keeping behaviors. A second outline presents critical employment coupled behaviors including social living competencies, general and personal living competencies, and community living competencies.

27. Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, MDC behavior identification format. Menomonie, Wisconsin: Author, 1974.

The MDC Behavior Identification Format is designed as an evaluator's tool for the identification, understanding, and description of specific work behaviors, both positive and negative, which have a bearing on the employability of the handicapped client. Such recorded observation results provide specificity and structure for work adjustment training and treatment programming and help to measure a client's progress or change within a treatment/training program. The format contains a detailed explanation of the rating system, recommendations for use of the form and manual, and definitions, examples, and sample descriptions for each of the 22 behavioral categories.

Unit III - The Individualized Adjustment Plan

The individualized adjustment plan is the heart of the adjustment program. Once the need for adjustment services based on identified behaviors has been established, a plan for meeting the individual's needs should be developed. The effectiveness of subsequent services will be largely determined by the design and implementation of the adjustment plan. Once again the importance of behavior identification and analysis to effective plan development must be emphasized. The adjustment plan should contain a description of the specific problem behaviors, skill deficits, and client assets, as well as baseline data including frequency of occurrence, productivity information, etc. These identified behaviors are then restated as goals and objectives for the individual's adjustment program. The adjustment plan should also specify the methods, techniques and procedures which are to be used in carrying out the plan, as well as the responsibilities of all involved persons. Estimated time deadlines for achieving each of the objectives should also be tentatively written. These time frames can always be revised if need be. However, deadlines can be an important motivating factor for both the adjustment staff and the client. It is very important that all persons involved in implementing the plan be completely familiar with the plan's content. This is especially important for the client, who should also be directly consulted and involved in the plan development.

The adjustment plan is, in essence, a blueprint for each person's adjustment program. Although development of good adjustment plans takes time and requires close cooperation between all participants, the results of these efforts should produce dividends for clients, adjustment personnel, and service-purchasing agencies. A well-designed adjustment plan provides accountability due to the specific nature of the information which it contains. The more specific the plan, the more effective the adjustment program is likely to be.

Selected Resources (Numbers correspond to those on Resource List)

15. Esser, T., Individualized client planning for work adjustment services. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Discusses the importance of an individualized work adjustment plan and provides instruction in the use of (a) the Individualized Work Adjustment Plan Form, and (b) Individual Goal Sheet. Examples are included to assist work adjustment personnel in evaluating their own work adjustment programs and individualized adjustment plans.

22. Kouts, P. S., and Scott, R. A. Goal planning with developmentally disabled persons: Procedures for developing an individualized client plan. Hershey, Pennsylvania: Milton S. Hershey Medical Center, The Pennsylvania State University, Department of Behavioral Science, 1975.

This workbook is part of a training package which is designed to be group administered through an instructor and an audiotape. The workbook, by itself, contains all of the basic information on the goal planning procedure. The four basic strategies of goal planning include the following: 1) involve the client from the beginning; 2) use the client's strengths to set goals which help with his needs; 3) use small steps to reach the goal; 4) state clearly who will do what and when. The workbook also emphasizes the use of clear language, development of strengths-needs lists, and the use of rewards to increase positive behaviors. The workbook uses an easy-to-follow cartoon format.

32. Padzensky, H. R., and Gibson, J. Goalguide: A minicourse in writing goal and behavioral objectives for special education. Belmont, California: Fearon Publishers, Inc., 1975.

Goalguide is an instructional package which is designed to meet the needs of teachers, therapists, administrators, and others who work with developmentally disabled individuals. The Goalguide package consists of three basic components: a Participant Manual, a Participant Workbook, and an Instructor's Manual. When used as a formal in-service training course, estimated time of completion is nine hours. However, the materials can also be used individually. The content of the materials includes information on the nature of goals, justifying the use of goals, writing behavioral objectives, utilizing task analysis and sequencing objectives, and prescriptive programming. The Participant Manual contains all the instruction required for successful completion of the material. The Workbook has exercises which allow the participant to practice what has been learned.

33. Parham, J. Individual program planning with the developmentally disabled. Lubbock, Texas: Research and Training Center in Mental Retardation, Texas Tech University, 1976.

This manual is one part of a self-instructional package in individual program planning. The complete training package consists of the manual, two one-hour video tapes, and a booklet on establishing and maintaining an IPP system. The package, by design, presents only the basic principles of writing an individual program plan. The conceptual model includes four basic parts - goals, objectives, strategies, and evaluation. The training package is designed for use in a group setting.

34. Research Utilization Laboratory. Goal attainment scaling in rehabilitation. Chicago, Illinois: Author, Jewish Vocational Service, 1976.

As described by the authors, this manual has two major functions: to introduce Goal Attainment Scaling as an evaluation tool in rehabilitation, and to train rehabilitation personnel in construction and use of scales. The manual provides basic information on the principles of the procedures, case examples, and the opportunity to develop sample scales. Additional information is furnished on the pilot study used in field testing the procedure.

Unit IV - Adjustment Techniques

Because people vary considerably in their needs, there should be a wide variety of techniques and services available to assist them in achieving their goals and objectives in adjustment programming. Since the adjustment plan is based on the identification of specific skills, assets, and behaviors, the selection of the techniques to be used should also be specific to the needs of the individual. Although the same basic technique may be used with a number of individuals simultaneously, the reasons for and manner in which the technique is being used should be unique to the individual. For example, a number of persons may be on some type of token reinforcement program at the same time. However, the type of token given, the behaviors for which the tokens are earned, and the schedule on which they are dispensed will vary according to individual program needs. Another obvious example is with individual counseling. Although most clients receive some type of counseling as part of their adjustment program, the degree and direction of counseling will be highly dependent on the individual style of the counselor in conjunction with the needs of each client. With some clients, counseling may be highly situation-specific and with others it may be more generally vocationally-oriented. The point is that the technique selected should be based on the needs of the individual, as well as the competencies of the adjustment staff. It is not sufficient to pick out what appears to be an appropriate technique, and leave it go at that. Information included in the adjustment plan should spell out the exact manner in which a technique is to be used, including specific information on what is to be done, where it is to be done, and who is to be involved.

The variety of techniques and procedures available to work adjustment personnel is limited only by imagination and the realistic considerations imposed by the physical and financial resources of the facility. To paraphrase an old axiom, whatever technique appears to work for an individual should be considered. However, there is a basic body of techniques which are commonly found in adjustment programs. Included among these are individual and group counseling, planned work experience, modeling, behavior change procedures, and individual and group instruction.

Counseling of some type provides a thread which runs through most adjustment programs. The degree to which counseling is used as an adjustment technique will depend on the counseling expertise of the staff and the needs of the client.

Planned work experience is a primary technique employed in a majority of vocationally-directed adjustment programs. However, in order to be considered a technique, the work environment should be used according to the plan which is designed

to meet the individual's needs. This also applies to the selection of work stations and assignments. The client should not be placed in a work situation, and then be expected to change or acquire the desired behaviors simply as a result of being exposed to work. The work environment must be used in a planned, structured manner in order to accomplish the specific goals and objectives of each individual.

Modeling occurs all around us, but is seldom used systematically in rehabilitation settings. Modeling takes place when an individual learns how to do something or changes his or her behavior as a result of watching and then imitating the actions or behaviors of another person. That other person is in essence, a "model." When used in a structured manner, modeling appears to have a great deal of potential as an adjustment technique. Because modeling takes place whether it is used consciously or not, adjustment personnel should be familiar with modeling in order to use it to their advantage as a technique in working with clients. It is important to keep in mind that staff members can serve as important models for clients in adjustment programs.

Various forms of behavior modification procedures are popular and often effective adjustment techniques. A commonly followed method is to reinforce clients for appropriate behavior, at the same time ignoring those behaviors that are considered inappropriate. A wide variety of reinforcers can be used, ranging from staff praise and attention to money. Within certain realistic constraints, whatever is reinforcing to the individual should be considered. When it is not practical to give a particular reinforcer, let's say "ice cream" for example, tokens may be substituted which can later be exchanged for the rewarding activity or object. The use of tokens is a common behavior modification procedure, and when used systematically across an entire program, it is referred to as a "token economy." It is extremely important for behavior modification programs to be well-planned and carefully implemented if they are to be most effective.

Some type of instruction in independent living skills, social adjustment, job readiness, etc., is found in most adjustment programs. Such instruction may be conducted in a group-classroom setting or on an individual basis. In either case, the client's participation should be based on identified needs and objectives as stated in the individualized adjustment plan.

Selected Resources (Numbers correspond to those on Resource List)

4. Bertcher, H., et al., Role modeling and role playing: A manual for vocational development and employment agencies. Ann Arbor, Michigan: Manpower Science Services, Inc., n.d.

A manual which presents individual principles, examples, and supporting literature on role playing and role modeling as they pertain to work adjustment. The principle, accompanying examples, and supportive literature are presented simultaneously on separate portions of a page. Areas covered in the manual are: introduction to role playing and modeling and definitions used in the manual; drawing attention to the model's performance; role playing; rewards; characteristics of good models; and instructions for using the manual.

5. Botterbusch, K., & Esser, T., A selected, annotated bibliography of books on behavior modification. Menomonie, Wisconsin: University of Wisconsin-Stout, Dept. of Rehabilitation and Manpower Services, Materials Development Center, 1974.

This bibliography provides vocational evaluation and work adjustment professionals with a selected list of books on behavior modification. The bibliography is divided into three sections: basic, intermediate and advanced. The basic books are meant for those who have little or no background in psychology or behavior modification. Intermediate level books are intended for those with some background. Advanced books are generally intended for those who have academic training in psychology and who desire to explore behavior modification in depth.

6. Bruch, M., et al., Modeling, behavior change, and rehabilitation. Columbia, Missouri: University of Missouri-Columbia, Regional Rehabilitation Research Institute, 1973.

Modeling (i.e., social imitation) is a process in which a person learns and changes his behavior as a consequence of having observed another person (a model) perform that behavior. The purpose of this monograph is to introduce the rehabilitation practitioner to the concepts of imitation and observational learnings (modeling) as a behavior change strategy. Definitions, relevant studies and discussion of specific areas of application such as vocational counseling and work adjustment are included.

7. Butz, G., & DeRisi, W., Writing behavioral contracts: A case simulation practice manual. Champaign, Illinois: Research Press, 1975.

A case simulation practice manual designed to teach basic concepts in behavioral counseling and the writing of behavioral contracts. Contracting is a technique used to structure behavioral counseling by making each of the necessary elements of the process so clear and explicit that they may be written into an agreement for behavior change that is understandable and acceptable to everyone included.

13. Endres, J., et al., Road to new horizons: Adjustment training. Gracewood, Georgia: Gracewood State School and Hospital, Office of Rehabilitation Services, 1971.

A manual designed as a program guide for teaching in the areas of personal adjustment, social adjustment, work adjustment, and preparation for community living. Curriculum is directed to the level of the educable mentally retarded client. Sub-topics include self-evaluation, personal health and hygiene, personal appearance and grooming, establishing basic etiquette, social relationships, use of leisure time, vocational adjustment, money management and consumer education, home and family adjustment, and community orientation. Each individual teaching unit contains lesson plans, teaching materials, and measures for evaluating the effectiveness of the unit.

16. Botterbusch, K., & Esser, T. (Eds.), Token economies in rehabilitation: A book of readings. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

This publication is designed to present a book of readings dealing with token economies within rehabilitation settings; more specifically, most of the articles deal with token economies in sheltered workshop work adjustment programs. Part I, the introduction, explains basic concepts and an overview of the topic. Part II, successful token economy programs describes several programs which have proven effective in changing behavior. Part III, human rights and ethical values, deals with the moral implications of behavior modification.

20. Georgia Division of Vocational Rehabilitation, Adjustment services program. Atlanta, Georgia: Author, 1974.

The purpose of this manual is to provide a model/curriculum for adjustment services and is particularly useful for professionals in developing and operating an adjustment program on a day-to-day basis. It is divided into the following units: work adjustment including basic work habits, and getting and holding a job; social adjustment including interpersonal relationships, recreation and leisure time activities, and family living; personal adjustment including understanding disabilities, personal grooming and appropriate dress; community adjustment including consumer knowledge, transportation, community resources and safety. Each major unit also contains a suggested format for evaluating the content of the unit. A section listing commercially available resource materials pertaining to the units is included.

24. Kazdin, A., Behavior modification in applied settings. Homewood, Illinois: The Dorsey Press, 1975.

The purpose of the book is to provide an introduction to behavior modification techniques in applied settings. The major focus is placed upon the application of operant principles, implementation of behavior modification techniques and measurements, and evaluation of program effectiveness. Other topics include misconceptions of behavior modification, positive reinforcement, punishment and negative reinforcement, extinction, self-control, response maintenance, transfer of training, and ethical considerations.

28. Mink, O., The behavior change process. Morgantown, West Virginia: West Virginia University, 1968. Also available as: Mink, O., The behavior change process. New York: Harper & Row, 1970.

A basic manual designed to familiarize and teach the individual the basic concepts of behavior therapy and how to apply principles of learning behavior to typical client problems faced in a work or training situation. A programmed instruction format is followed in which the individual may test himself in regard to basic concepts and situations presented in test cases.

31. Osborn, W., et al., An instructional program for employability orientation. Alexandria, Virginia: Human Resources Research Organization, 1972.

An instructional manual which is the product of the Department of Labor funded research project entitled Development of a Program of Instruction for WIN Employability Orientation. (Manpower Administration Contract No. 51-49-70-06) The objective of the original study was to develop and provide a program instruction model for WIN project staff for orientation of the unemployed and unemployable to the world of work and to provide a training curriculum for socio-economic adaptation and general employability skills (as opposed to specific job skills). Instructional units, with objectives to be met for each unit, are presented in curriculum outline form in the following areas: food, clothing, health, child care, family relations, money management, community resources, self-concept, vocational goals, grooming and hygiene, job searching, job application, test taking, job interviewing, job assessment, job performance, employee relations, and company and union policies.

35. Rosen, M., Zisfein, L., and Hoffman, M. Personal adjustment training, Volumes I-III. Elwyn, Pennsylvania: Elwyn Institute, 1975.

A three volume series which contains a group counseling curriculum designed for use with mentally handicapped persons. The procedures are designed to improve on social deficiencies often associated with institutionalization and cognitive impairments. Volume I includes sections on self-evaluation, identity, self-concept, acquiescence, exploitation, assertive training, heterosexual training, independence, decision making, initiative, and recapitualation. Volume II provides guidelines for teaching assertiveness to persons who demonstrate patterns of compliance, withdrawal, passivity and unqualified obedience. Volume III describes a structured group counseling program for clients who demonstrate bizarre or inappropriate behaviors which would be unacceptable in the community. Self-confrontation techniques are used to assist the individual in recognizing his inappropriate behavior and in becoming motivated to change.

36. Sanders, R. M. Behavior modification in a rehabilitation facility. Carbondale, Illinois: Southern Illinois University Press, 1975.

According to the author, the primary purpose of this book is to help rehabilitation personnel understand and utilize research findings in behavior modification. To accomplish this, the book has four functions. First, it provides background information on the principles and rules of behavior modification. The author states that a conscious effort was made to minimize jargon so that the material could be easily understood and applied with maximum benefit to clients. Second, the book utilizes a "how-to-do-it" approach, dealing with the steps that are necessary to reach specific goals. Third, a separate chapter is included which covers some of the more detailed considerations and techniques of behavior modification which are introduced in the research reports. A bibliography is also provided for those interested in seeking additional information.

38. Tharp, R., & Wetzel, R., Behavior modification in the natural environment. New York: Academic Press, 1969.

Presents basic principles of behavior modification and information on the efficiency and effectiveness of a model for using individualized behavior modification plans without the need to place a client in an artificial environment. A sub-professional behavior analyst designs and monitors behavior modification plans which are put into operation by untrained individuals who have already established an important relationship with a client. The model has potential for a wide variety of applications, including work adjustment programs.

42. Wehman, P., Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 1975, 36(11), 342-348.

A curriculum of social skills deemed necessary for successful vocational adjustment is presented for developmentally disabled clients. The curriculum is presented in a four-phase hierarchical format of increasing complexity levels: personal care, primary interaction, job and community survival, and advanced interaction.

43. Wilkie, E. A., DeWolf, L. T., & Younie, W. J. Guide to the community. Volumes I-III. Elwyn, Pennsylvania: Elwyn Institute, 1974.

A three-volume instructional series in community living skills originally designed for use by mentally retarded adults. The guides are meant to be used directly by the individual and pictures are used to clarify the printed information. Volume I includes information on the use of newspapers in locating job openings, applying for jobs by letter, using the public employment service, the job interview, the first day on the job, keeping the job, what to do if fired or laid off, and budgeting and banking. Volume II contains information and practice exercises on income taxes, various types of insurance, and social security benefits. Volume III includes activities on obtaining a driver's license and operating a car, finding and furnishing housing, legal matters, community services, and medical emergencies.

Audio-Visual Media

AV #3 Modeling: A Work Adjustment Technique (79 35mm slides, cassette tape, 18 min.)

Modeling is a form of learning which is evident in all aspects of life. Basically, modeling can be described as a process by which a person learns to do something or changes his or her behavior as a result of observing and then imitating the actions or behaviors of someone else. The person whose actions or behaviors are imitated is in essence a "model" for the observer. Modeling has been infrequently used on a systematic basis as a behavior change technique in rehabilitation settings. However, since modeling does take place regardless of whether it is used consciously or not, it is important for rehabilitation personnel to become familiar with modeling in order to use it effectively in rehabilitation programming. The objectives of the presentation are: 1) to emphasize to work adjustment personnel that they are important models for persons participating in adjustment programs; 2) to stress the need for structuring the work environment in order to enhance the effects of modeling; and 3) provide examples of ways in which modeling can be used to assist individual clients in accomplishing their goals in work adjustment programming.

AV #4 Try Another Way (16 mm, Color film, 27 min.)

This film introduces the training methods developed by Dr. Marc Gold for teaching complex assembly tasks to severely mentally retarded individuals. In the film, two mentally retarded, institutionalized individuals are taught assembly tasks through the use of Dr. Gold's "Try Another Way" methods. This film serves as an introduction to a proposed series of seven self-contained training program films for persons interested in learning this method of instruction. Produced by Film Productions of Indianapolis.

AV #5 Grooming for Men (35mm slide, filmstrip, 16mm film)

Originally developed by Alabama Rehabilitation Media Service, Auburn University. This presentation stresses the importance of good grooming in relation to obtaining employment and making and keeping friends. Still cartoons of a young man named Albert are used to emphasize the need for proper body hygiene such as showering, shaving, use of deodorant and dental care. Albert also learns about caring for his clothes and selecting appropriate clothing for different occasions.

The presentation is designed to stimulate thinking and discussion about good grooming and is best utilized in conjunction with group instruction, discussion and role-playing.

Grooming for Men is available in three formats: (1) 16mm sound film, (2) filmstrip, and (3) slides. The content of each format is identical. The filmstrip and slides may be presented by playing a cassette tape or by reading an accompanying word-for-word transcript. Both the script and cassette are included with the filmstrip and slides. The Grooming for Men program contains 125 color frames and runs 17 minutes in length.

AV #6 Grooming for Women (138 35 mm slides, cassette tape, 32 min.)

Designed to provide instruction in accordance with the specific grooming needs of the individual client. A Group Leader's Guide provides direction in utilizing the program effectively. Following the guide, the leader and client identify the client's grooming problem area(s). This program is designed to have the client view the slides and practice only those sections dealing with her individual grooming problem(s). An accompanying script will indicate which slide to start with. For instance, if a client's adjustment plan indicates a problem in hair care, viewing would begin on slide number 41. After the presentation has been viewed, a grooming plan is developed which will help the woman to develop good hair care habits.

This presentation has been developed to be as free from value judgments as possible. The presentation includes four parts: Part I - Cleanliness; Part II - Hair Care; Part III - Diet, Exercise and Sleep; Part IV - Appropriate Clothing for Work.

AV #7 Helping: A Behavioral Approach (35mm slide, cassette narration, eight self-contained units)

Developed by Joseph B. Moriarty of the West Virginia Research and Training Center, this program instructs on the use of learning principles in understanding the dynamics of motivation and behavior. This program is especially designed for the rehabilitation professional who desires to know more about behavioral concepts

and their use in changing client behavior. Eight short sessions cover the definition of behavioral disability, the laws of behavior reinforcers, modeling and pinpointing behavior. Each session is presented separately using an individually packaged audio-cassette and 35mm slides. After each session the staff person completes a few short exercises in a separate workbook; the workbook also contains discussion topics and questions. The program is flexible because it can be used either individually or in groups and because it can be used in several short sessions, which reduce scheduling problems.

Unit V - Program-Monitoring, Record-Keeping, and Reporting

Each of the above activities is extremely important to the adjustment process in its own right, and at the same time, each is closely linked to the other. In order to monitor the effectiveness of an adjustment program, accurate data on the client's performance, behavior, and activities must be gathered and recorded. Effective reporting and communication, both internal and external, are also dependent on these activities. Taking a simplistic approach, the individualized adjustment plan provides a basis for all three. The effectiveness with which each of the above activities is carried out will depend on the specific nature of the planning which precedes the delivering of adjustment services. The adjustment plan should contain a listing of the specific goals and objectives for the individual, along with baseline data on the client's initial level of behavior and performance. The plan should also specify criteria for the goal behavior, in other words, how will the individual be behaving, or how well will he or she be performing once the objective or goal is reached. Time frames and the methods used to measure progress should also be specified for each objective. Good, individualized adjustment planning has effects which are cumulative throughout the adjustment process.

There are numerous methods for gathering and recording information which can be used in the adjustment process. Included among these are time sampling, critical incident recording, written behavioral observations, anecdotal recording, use of rating scales, and production or performance recording. There are also others. The particular method chosen will depend on the type of information which is needed. However, the method to be used in monitoring and recording progress for each objective should be spelled out insofar as possible in the adjustment plan. This information should enable the adjustment staff and the client to determine how far they have progressed towards achieving their mutual objectives.

Reporting and report writing is perhaps one of the most discussed and yet most maligned activities in the rehabilitation process. It is helpful to attempt to view this activity in the broader context of communication. Delivery of effective adjustment services is associated with communication and coordination between the participants in the adjustment process. This includes the facility personnel, the client and family members, and referral and resource agencies. Once again, the development of a specific, individualized adjustment plan provides an invaluable aide in facilitating communication. Because the individualized adjustment plan is based on the identification of specific skills and behaviors, development of specific goals and objectives, and the listing of specific techniques, measurements, work

assignments, time frames, responsibilities, etc., everyone should have a clear understanding of what is being done, where it is being done, and by whom. If there is any deviation from the plan, it should also be fairly easy to determine where the deviation is occurring. Because each of the participants understands the plan and its contents, this makes the responsibilities of communication and reporting much easier to carry out. The impact which effective planning has on communication is fairly obvious. This is also true for the activity of report writing since the content of the report will be based on the specific information contained in the adjustment plan. Once again, the advantages of thorough planning make themselves felt throughout the adjustment process.

Selected Resources (Numbers correspond to those on Resource List)

14. Esser, T., Effective report writing in vocational evaluation and work adjustment programs. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

This publication is designed to provide general principles of report writing content and style along with examples of report forms and formats currently being used in the field. The information should be helpful in minimizing staff time spent on report preparation, increasing uniformity in report content, and developing a reporting style and technique which best meets the needs of clients, the referral source, and the rehabilitation agency or program. The manual includes an appendix of twelve report formats and organizational aids contributed by persons and agencies in the field.

17. Esser, T., Client rating instruments for use in vocational rehabilitation agencies. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Rating scales are used frequently in rehabilitation facilities to measure qualitative aspects of a client's behavior such as tolerance for criticism, persistence to tasks, etc. This publication discusses briefly some reasons for using rating scales, types of scales, problems and pitfalls in using such instruments, and considerations in selecting a scale from those which are commercially available. A collection of eleven such scales are included for review.

25. Korn, T., et al., Behavior identification and analysis methods. Menomonie, Wisconsin: Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1976.

Designed as part of a modular training program, this manual provides general information on behavior observation and analysis, as well as information on a variety of specific methods and procedures. Some of the methods included are time sampling, counting-timing, event recording, interval recording, point sampling, critical incident recording, and anecdotal recording. A unit on relating specific information needs to the various techniques is also provided.

41. Walls, R., Werner, T., & Bacon, A. Behavior checklists. Institute, West Virginia: Research and Training Center, 1976.

A collection of 154 "behavioral checklists" used in evaluating work adjustment programs and competencies in various rehabilitation facilities. The checklists are divided into three categories: (1) those which are assessment tools only (descriptive), (2) those which indicate remedial activities (marginally prescriptive), and (3) those which specify remedial activities (prescriptive). The checklists are also rated for overall objectivity on a one-to-five scale, with five indicating a high degree of objectivity. Each entry includes the name and address of the checklist's author or source, the type of skills dealt with, the method used to assess skills, and other relevant information.

Unit VI - Program Evaluation

This is the "age of accountability" in vocational rehabilitation as in most areas of human services and education. Accountability in rehabilitation is determined primarily through the process of program evaluation. Basically, program evaluation provides a means by which the facility, as well as others, can determine the facility's effectiveness in meeting its own program goals. In other words, do the facility's services accomplish the objectives for which they have been designed? In this sense, program evaluation is concerned with agency goals and programs, rather than with results for a particular individual. Although monitoring of individual client programs and program evaluation are in many ways linked, the distinction between the two processes is not always clear. Individual program monitoring is not necessarily the same thing as program evaluation. The opposite of this is also true. However, in a well-designed system these activities can be carried out simultaneously and are also complimentary.

Program evaluation is not only concerned with outcomes, but with the relationship between outcomes and processes as well. In program evaluation, it is not only important to know what happened (outcomes), but how it happened as well (processes). To say that 75% of the persons completing a work adjustment program are employed is meaningful only when it is demonstrated that this is a result of the services which have been provided. Without having additional information, it is hypothetically possible to say that 65% of this same group would have become employed even if they had not gone through a work adjustment program. Outcome data by itself is usually not sufficient for drawing these kinds of conclusions, and therefore, conclusions based on outcomes alone can be misleading. Program evaluation enables the facility to take a critical look not only at outcomes, but at services and processes as well.

Program evaluation in vocational rehabilitation is in its infancy. The Commission on Accreditation of Rehabilitation Facilities (CARF) has developed standards on program evaluation, but does not yet apply these standards in making the accreditation decision for individual facilities (CARF, 1976). A majority of facilities have not yet developed a program evaluation system which would be in compliance with the Commission's standards. However, there are program evaluation models which are being developed and implemented in a wide variety of rehabilitation settings. It is doubtful that there is, or will be, a single model which meets the program evaluation needs of each and every facility. As in other areas, facilities should strive to develop or find a program evaluation system which meets their own

needs as well as those of consumer and community organizations. There is no one way of doing program evaluation, but rather there are many methods which can be reviewed and refined in order to meet the unique needs of a particular facility or program. Initially, establishing a program evaluation system seems like an overwhelming task. However, once implemented, the dividends which are produced in the form of improved services should more than offset the costs and the work involved.

Selected Resources (Numbers correspond to those of Resource List)

3. Bennett, E., & Weisinger, M. Program evaluation: A resource handbook for vocational rehabilitation. New York: Research Utilization Laboratory, ICD Rehabilitation and Research Center, 1974.

The handbook presents a practical overview of program evaluation approaches, methods and techniques culled from over 250 resources. The authors reviewed materials, conferred with technical consultants and organized a large amount of information into a unified conceptual framework. The material is directed towards both new and experienced program evaluators. The new evaluator will find important leads, cues, and cautions on how to organize and proceed with a program evaluation. For the experienced program evaluator, the annotated list of indices, bibliography, and suggested readings will serve to update information, widen perspectives, and provide additional stimulation.

9. Commission on Accreditation of Rehabilitation Facilities. Program evaluation: A first step. Chicago, Illinois: Author, 1974.

The purpose of this manuscript is to encourage rehabilitation facilities to construct a plan which leads to the development and installation of a program evaluation system. The materials are not intended to provide a facility with a detailed blueprint, but rather represent a first step toward developing a program evaluation system. The topics covered in this publication include: the benefits of program evaluation, the need and search of information, the possible impact of evaluation, resources and structures which facilitate system development, and putting this information together into a work plan.

40. U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. Program evaluation: A beginning statement. Tenth Institute on Rehabilitation Services, Stillwater, Oklahoma: The Clearing House, Oklahoma State University, 1972.

This manuscript was designed to provide state vocational rehabilitation agencies with basic knowledge to use in developing a system for evaluating their overall program or specific aspects of it. The information can be used by other vocational rehabilitation agencies as well. The document is designed to increase basic knowledge about program evaluation which provides a critical and objective analysis of program evaluation activities necessary for planning programs, evaluating their effectiveness, and implementing change.

Resource List

Please Note:

Items preceded by a single asterisk (*) are available for free loan to eligible facilities from the MDC Information Service. Loan requests are filled on a "first come, first served" basis. Because the MDC has limited numbers of loan copies available, there may be delays in filling requests for loan documents.

> Eligibility for free loan - The following are eligible for all MDC services: (a) state VR facility specialists, and (b) facilities which have been approved by the state VR agency to provide evaluation and adjustment services to state agency sponsored clients. An asterisk (*) or double asterisk (**) above the zip code number on your mailing label indicates approved eligibility.

All other listed materials are available directly from the publisher or source. An address and current price information (February, 1977) is provided. Except for MDC publications, prices listed are subject to change.

1. Andrew, J., & Dickerson, L. Work Adjustment: A Resource Manual. Menomonie, Wisconsin: University of Wisconsin-Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974. Available from: Research and Training Center, Stout Vocational Rehabilitation Institute, Menomonie, Wisconsin 54751. Price: $4.75

2. Baker, R., & Sawyer, H. Adjustment Services in Rehabilitation: Emphasis on Human Change. Auburn, Alabama: Rehabilitation Services Education, Auburn University, 1971. Available from the MDC. Price: $3.00

3. Bennett, E., and Weisinger, M. Program Evaluation: A Resource Handbook for Vocational Rehabilitation. New York: Research Utilization Laboratory, ICD Rehabilitation and Research Center, 1974. Available from: Research Utilization Laboratory, ICD Rehabilitation and Research Center, 340 E. 24th Street, New York, New York 10010. Price: $5.00

4. Bertcher, H., et al., Role Modeling and Role Playing: A Manual for Vocational Development and Employment Agencies. Ann Arbor, Michigan: Manpower Science Services, Inc., 1970. Available from: National Technical Information Service, Springfield, Virginia 22151. Price $5.50

5. Botterbusch, K., and Esser, T. A Selected, Annotated Bibliography of Books on Behavior Modification. Menomonie, Wisconsin: Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, 1974. Available from the MDC. Price: $1.50

6. Bruch, M., et al., Modeling, Behavior Change, and Rehabilitation. Columbia, Missouri: University of Missouri, Regional Rehabilitation Research Institute, 1973. Available from: Counseling Service, 18 Hill Hall, University of Missouri-Columbia, Columbia, Missouri 65201. Price: $2.00

7. Butz, G., & DeRisi, W. Writing Behavioral Contracts: A Case Simulation Practice Manual. Champaign, Illinois: Research Press, 1975. Available from: Research Press, Box 3177, Champaign, Illinois 61820. Price: $3.95

* 8. Campbell, J., & O'Toole, R. Work Adjustment: A Dynamic Rehabilitation Process. Cleveland, Ohio: Vocational Guidance and Rehabilitation Services, 1970.

9. Commission on Accreditation of Rehabilitation Facilities. Program Evaluation: A First Step. Chicago, Illinois: Author, 1974. Available from: CARF, 4001 W. Devon Avenue, Chicago, Illinois 60646.

10. Commission on Accreditation of Rehabilitation Facilities. Standards Manual for Rehabilitation Facilities. Chicago, Illinois: Author, 1976. Available from: CARF, 4001 W. Devon Avenue, Chicago, Illinois 60646. Price: $20.00

11. Dunn, D., and Hoffman, P. (Eds.). The work adjustment profile. Journal of Rehabilitation, 1971, 37 (4), special issue. Available from: National Rehabilitation Assn., 1522 K Street N.W., Washington, D.C. Price: $2.00

12. Dunn, D. Adjustment Services: Individualized Program Planning, Delivery, and Monitoring. Menomonie, Wisconsin: Research and Training Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, 1974. Available from: Research and Training Center, Stout Vocational Rehabilitation Institute, Menomonie, Wisconsin 54751. Price: $4.00

13. Endres, J., et al., Road to New Horizons: Adjustment Training. Gracewood, Georgia: Gracewood State School and Hospital, Office of Rehabilitation Services, 1971. Available from the MDC. Price: $2.00

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Audio-Visual Media

AV #1 The Work Adjustment Program: An Overview (80 35mm slides, cassette tape, 27 min.)

The major purpose of this presentation is to provide vocational evaluation, work adjustment and other rehabilitation personnel with a basic understanding of, as well as, a model for work adjustment programs. It is designed to assist professionals in objectively assessing their own adjustment programs, and to provide general guidelines for those involved in developing or improving adjustment services. The content of this presentation reflects the standards of the Vocational Evaluation and Work Adjustment Association (VEWAA) which were subsequently adopted by the Commission on Accreditation of Rehabilitation Facilities (CARF). The importance of identifying specific client needs and behaviors, and developing a written, individualized plan are emphasized. For additional information, request MDC "Work Adjustment Series" announcement and order form.

AV #2 Personal Adjustment Training in a Sheltered Workshop (16mm, B & W film, 28 min.)

This film explains the theories, practices, and techniques used by sheltered workshops in providing personal adjustment therapy for troubled and handicapped people. The workshop is depicted as a resource where professionals, such as evaluators, social workers, medical personnel and psychologists, work as a team for the client's adjustment to successful employment. Produced by Indianapolis Goodwill Industries. For additional information, request MDC "Film Rental Service" announcement and order form.

AV #3 Modeling: A Work Adjustment Technique (79 35mm slides, cassette tape, 18 min.)

Modeling is a form of learning which is evident in all aspects of life. Basically, modeling can be described as a process by which a person learns to do something or changes his or her behavior as a result of observing and then imitating the actions or behaviors of someone else. The person whose actions or behaviors are imitated is in essence a "model" for the observer. Modeling has been infrequently used on a systematic basis as a behavior change technique in rehabilitation settings. However, since modeling does take place regardless of whether it is used consciously or not, it is important for rehabilitation personnel to become familiar with modeling in order to use it effectively in rehabilitation programming. The objectives of the presentation are: 1) to emphasize to work adjustment personnel that they are important models for persons participating in adjustment programs; 2) to stress the need for structuring the work environment in order to enhance the effects of modeling; and 3) provide examples of ways in which modeling can be used to assist individual clients in accomplishing their goals in work adjustment programming. For additional information, request MDC "Work Adjustment Series" announcement and order form.

AV #4 Try Another Way (16mm, Color film, 27 min.)

This film introduces the training methods developed by Dr. Marc Gold for teaching complex assembly tasks to severely mentally retarded individuals. In the film, two mentally retarded, institutionalized individuals are taught assembly tasks through the use of Dr. Gold's "Try Another Way" methods. This film serves as an introduction to a proposed series of seven self-contained training program films for persons interested in learning this method of instruction. Produced by Film Productions of Indianapolis. For additional information, request MDC "Film Rental Service" announcement and order form. Also available from: Film Productions of Indianapolis, 128 E. 36th Street, Indianapolis, Indiana 46205.

AV #5 Grooming for Men (35mm slide, filmstrip or film)

Originally developed by Alabama Rehabilitation Media Service, Auburn University. This presentation stresses the importance of good grooming in relation to obtaining employment and making and keeping friends. Still cartoons of a young man named Albert are used to emphasize the need for proper body hygiene such as showering, shaving, use of deodorant and dental care. Albert also learns about caring for his clothes and selecting appropriate clothing for different occasions.

The presentation is designed to stimulate thinking and discussion about good grooming and is best utilized in conjunction with group instruction, discussion and role-playing.

Grooming for Men is available in three formats: (1) 16mm sound film, (2) filmstrip, and (3) slides. The content of each format is identical. The filmstrip and slides may be presented by playing a cassette tape or by reading an accompanying word-for-word transcript. Both the script and cassette are included with the filmstrip and slides. The Grooming for Men program contains 125 color frames and runs 17 minutes in length. For additional information, request MDC "Grooming Series" announcement and order form.

AV #6 Grooming for Women (138 35mm slides, cassette tape, 32 min.)

Designed to provide instruction in accordance with the specific grooming needs of the individual client. A Group Leader's Guide provides direction in utilizing the program effectively. Following the guide, the leader and client identify the client's grooming problem area(s). This program is designed to have the client view the slides and practice only those sections dealing with her individual grooming problem(s). An accompanying script will indicate which slide to start with. For instance, if a client's adjustment plan indicates a problem in hair care, viewing would being on slide number 41. After the presentation has been viewed, a grooming plan can be developed which will help the woman to develop good hair care habits.

This presentation has been developed to be as free from value judgments as possible. The presentation includes four parts: Part I - Cleanliness; Part II - Hair Care; Part III - Diet, Exercise and Sleep; Part IV - Appropriate Clothing for Work. For additional information, request MDC "Grooming Series" announcement and order form.

AV #7 Helping: A Behavioral Approach (35mm slide, cassette narration, eight self-contained units)

Developed by Dr. Joseph B. Moriarty of the West Virginia Research and Training Center, this program instructs on the use of learning principles in understanding the dynamics of motivation and behavior. This program is especially designed for the rehabilitation professional who desires to know more about behavioral concepts and their use in changing client behavior. Eight short sessions cover the definition of behavioral disability, the laws of behavior reinforcers, modeling and pinpointing behavior. Each session is presented separately using an individually packaged audio-cassette and 35mm slides. After each session the staff person completes a few short exercises in a separate workbook; the workbook also contains discussion topics and questions. The program is flexible because it can be used either individually or in groups and because it can be used in several short sessions, which reduce scheduling problems. For further information, contact Research and Training Center, West Virginia Rehabilitation Center, Institute, West Virginia 25112.

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Esser, Rating Instruments		pp. 1-51			pp. 1-51	
Fry	All available information on vocational evaluation and work adjustment is listed in the MDC Annotated Bibliography and annual supplements.					
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